



ONDCP



The background of the entire page is an abstract composition of thick, glossy, yellow loops that resemble a complex knot or a series of interlocking ribbons. These loops are set against a dark, almost black, background. Within the loops, there are patches of a vibrant teal or cyan color, creating a sense of depth and contrast. The lighting on the yellow loops gives them a three-dimensional appearance, with highlights and shadows that emphasize their smooth texture.

Educator's Resource Guide

Connected Teaching

*Helping
Students
Make
Positive
Choices*

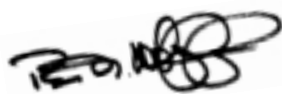
Dear Educator:

As an educator today, you have complex and fascinating responsibilities. You are devoted to helping students acquire the academic knowledge and skills that prepare them for bright futures. You also guide our children's personal and social development, helping students navigate the world safely so that young dreams can become grown-up realities.

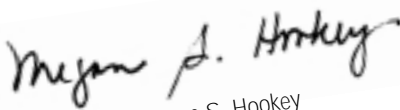
But where can you and your fellow teachers turn for support as you take on greater responsibilities and challenges? All of us have a stake in supporting your efforts. As a nation, we must all work together to seek new ways of reaching the hearts and minds of our students. Through educational renewal, curriculum innovations, and the development of public and private partnerships that address the needs of teachers, students, and communities, we can significantly increase opportunities for success and reduce the risk of failure before a crisis occurs.

Connected Teaching was developed by Cable in the Classroom, the Association for Supervision and Curriculum Development (ASCD) and the White House Office of National Drug Control Policy (ONDCP) to celebrate your creative efforts in the classroom. The video features four teachers who make innovative use of educational cable television and the Internet to connect their students to exciting learning opportunities dealing with core curriculum topics, the negative consequences of drug use, and positive alternatives to destructive behavior.

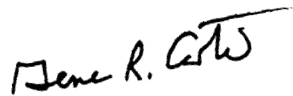
We hope the free resources and teaching ideas featured in Connected Teaching inspire your imagination and help make the important work you do for our children just a little easier. Remember, Cable in the Classroom, ASCD, and ONDCP are behind you all the way!



Barry R. McCaffrey
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Connected Teaching

Helping Students Make Positive Choices

Educator's Resource Guide



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The *Educator's Resource Guide* was created by Cable in the Classroom in cooperation with the Association for Supervision and Curriculum Development (ASCD) and the White House Office of National Drug Control Policy (ONDCP).

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Order additional copies of *Connected Teaching* at:
<http://www.ascd.org>

Download the *Educator's Resource Guide* at:
<http://www.teachersguide.org>

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Introduction

ABOUT **CONNECTED TEACHING: HELPING STUDENTS MAKE POSITIVE CHOICES**

The *Connected Teaching* project came about because of concerns shared by the three project partners—Cable in the Classroom, the Association for Supervision and Curriculum Development (ASCD), and the White House Office of National Drug Control Policy (ONDCP)—about the alarming number of kids using alcohol and drugs. After a substantial decline throughout the 1980s, drug use among youth has been on the rise since 1991, according to the Monitoring the Future study (Johnston, O'Malley, & Bachman, 1997). Poor academic performance and low educational aspiration have also been shown to be associated with drug use (Newcomb & Félix-Ortiz, 1992). As teachers on the “front lines,” you can put faces on these statistics. The good news is that, with good resources and strong support, educators can help reverse this disturbing trend.

As organizations involved in education, communication, and drug and alcohol prevention, we came together to figure out how we could use our combined resources and talents to reduce the use of alcohol and drugs by kids, and help teachers promote healthy, positive lifestyle choices within the context of core academic classes. We knew that lecturing kids about the danger of drugs and alcohol didn't work;

neither did posting “just say no” on car bumpers and classroom walls. And we recognized the powerful learning that occurs when kids are actively involved in integrated learning activities.

For years teachers have been using commercial-free cable television programs to bring math, science, language arts, and social studies concepts to life. Students respond to the real-world immediacy of TV. So we began to think about how to use television as a bridge between the classroom and the social-emotional issues students confront daily. *Connected Teaching* was the result. *Connected Teaching* integrates positive lifestyle messages into existing subject area curriculum, using commercial-free cable programming to provide the real-life connection.

To launch *Connected Teaching*, we challenged four teachers, in widely different school environments and in subject areas as diverse as anatomy and world history, to try *Connected Teaching*. When we hit on this approach, we were optimistic. But when we saw the seamless and artful way these teachers wove positive-choice messages into their lessons, we were convinced that other educators would want to make similar connections with their students.

Watch the lesson video and see for yourself. We're sure you'll share our enthusiasm. But we hope that the video lessons do more than “show and tell.” We hope that they inspire you. You probably won't

teach the same lessons in the same way as the teachers in our video. But we hope that seeing these classrooms in action sparks your imagination and gets you thinking about ways you can do *Connected Teaching* in your own classroom.

References

- Johnston, L.D., O'Malley, P.M., & Bachman, J.G. (1997). *National survey results on drug use from the Monitoring the Future study, 1975-1995. Vol. 2: College students and young adults*. Rockville, MD: National Institute on Drug Abuse. (NIH Pub. No. 98-4140)
- Newcomb, M.D., & Félix-Ortiz, M. (1992). Multiple protective and risk factors for drug use and abuse: Cross-sectional and prospective findings. *Journal of Personality and Social Psychology*, 63(2), 280-296.

GETTING STARTED WITH **CONNECTED TEACHING**

The accompanying video contains four lesson modules, "demos" of dedicated teachers doing *Connected Teaching*.

This resource guide provides guidance for each module: a look at how each teacher approached *Connected Teaching*, information about the actual lesson, curriculum standards applied to the lesson, and some other suggested classroom activities. The guide also provides additional resources—video, print, online—to help you generate ideas and develop lesson plans.

ABOUT **CONNECTED TEACHING** PARTNERS

Cable in the Classroom

Cable in the Classroom is a nonprofit initiative begun 10 years ago by the cable industry to provide schools with free access to educational programs. Local cable companies donate cable hookups and

basic monthly service to eligible K-12 public and private schools. Cable companies will also donate one high-speed cable modem and monthly Internet service to each participating school where these products are available commercially. Each month Cable in the Classroom member networks provide more than 540 hours of commercial-free, educational programming that you can tape and use when and how you like in your classroom.

The Association for Supervision and Curriculum Development (ASCD)

ASCD is an international, nonprofit association of professional educators, whose jobs cross all grade levels and subject areas. ASCD advocates on issues of importance to educators; provides forums on educational issues; and shares research, news, and information. Founded in 1943, ASCD's mission is to forge covenants in teaching and learning for the success of all learners. As part of its vision for the 21st century, ASCD is expanding its outreach efforts and seeking new collaborations to prepare children for their future roles as citizens in an interdependent, ever changing world. ASCD's participation in *Connected Teaching* is part of these efforts. (See p. 22 for more information on ASCD Resources.)

Office of National Drug Control Policy (ONDCP)

ONDCP oversees the nation's drug control programs, with the goals of reducing illicit drug use, manufacturing and trafficking, and drug-related crime and violence. As part of these efforts, ONDCP launched the National Youth Anti-Drug Media Campaign to encourage kids to stay drug free. The campaign targets youth ages 9-18, especially the vulnerable middle school student, their parents, and other adults who influence the choices young people make. *Connected Teaching* is part of the campaign's

multifaceted, multimedia effort to educate and enable America's youth to reject illegal drugs. (See p. 21 for more information on ONDCP Resources.)

GETTING STARTED WITH CABLE IN THE CLASSROOM

First, call your local cable company to request a free cable connection, if your school doesn't already have one. Member cable companies provide this service to accredited public and private K-12 schools in communities wired for cable. Some cable companies also offer free training for school staff and complimentary copies of *Cable in the Classroom* magazine.

Cable in the Classroom magazine and Cable in the Classroom Online will help you locate the right programming to support your curriculum. Both the magazine and Web site offer detailed program descriptions, sorted by curriculum area and grade level, to help you integrate cable programming—from networks such as C-SPAN, CNN, Nickelodeon, Discovery, A&E—into your curriculum.

There are no viewing requirements for Cable in the Classroom programming. You have complete freedom to decide which programs you want to use and when to use them. Copyright clearances for one year or longer allow you to tape programs and use them when they best fit your curriculum.

Cable in the Classroom Magazine

In addition to program listings and descriptions, the magazine also features articles by and for educators that offer tips on how to connect Cable in the Classroom programming to core curriculum topics. Articles explain how to access online resources and where to obtain helpful lesson guides. Many local cable companies donate subscriptions to local schools, but individual subscriptions are also available for \$21.95 a year. For subscription information, contact:

Cable in the Classroom Magazine
86 Elm Street
Peterborough, NH 03458
Phone: 800-216-2225
Fax: 603-924-6888

Cable in the Classroom Online (<http://www.ciconline.org>)

Use this Web site as your starting point for assembling a rich array of curriculum materials. The site features a searchable database that includes two months of program listings as well as information on future programming, curriculum connections, contests, technology training, critical-viewing workshops, and program-related activities.

By clicking on Cable in the Classroom Sourcebook on the Web site's home page, or clicking on an individual program listing, you can link directly to each member network's Web site for additional supporting materials, including downloadable lesson plans, innovative student activities, and links to related sites.



Module 1

MESSAGE: Understand the consequences of drug use and other destructive behaviors

PROGRAM: "Daring Your Friends," *Choices and Consequences*, Court TV

An assistant principal at Blackham School in Bridgeport, Connecticut, Cynthia Dixon-Fernandes likes to return to the classroom to model effective practices. She uses "Daring Your Friends" to teach a cross-curriculum unit to 7th grade students. Cablevision of Southern Connecticut provides cable access.

ABOUT THE PROGRAM

"Daring Your Friends," from Court TV's *Choices and Consequences* series, is based on an actual courtroom trial. On January 2, 1996, a group of young people from the suburbs of Seattle, Washington, drove to a secluded park to drink beer and smoke marijuana. As the group headed back across an abandoned railway trestle, Brian Schrader pushed Michael Schuerhoff into the river 36 feet below. Michael's body was recovered three days later. Another teen later admitted that Michael was pushed because of a bet made by Brian's friends. The program features several segments from the actual trial, illustrating the choices that Brian and his friends made and the legal, social, and emotional consequences of their actions.

HERE'S HOW CYNTHIA DIXON-FERNANDES APPROACHED *CONNECTED TEACHING*

Dixon-Fernandes believes that connections are really important in teaching. "The big push in our school

district has been integrated curriculum," Dixon-Fernandes explains. "I try to take my language arts lessons and mix them with social studies, mix them also with art, [and] science when I can." So incorporating the message—understand the consequences of drug use and other destructive behaviors—was in tune with her teaching philosophy.

"Daring Your Friends" was "great for social studies and language arts combined," Dixon-Fernandes says. Since her 7th grade students change classes, "a lot of times, lessons are very fragmented. [Students] don't see the connection between the social studies class and the language arts class. They think I correct grammar and the social studies teacher teaches them about Egypt." The "Daring Your Friends" program brought it all together.

For Dixon-Fernandes, *Connected Teaching* goes beyond an integrated curriculum. One of the challenges she faces in teaching in an ethnically diverse middle school with students of a wide range of abilities is finding a way to connect with all of her students. "Bridgeport is a very large city. So we bring



www.courtstv.com/choices

in every situation that you can possibly imagine. We have single-parent homes. We have typical two-parent houses with a white picket fence and the dog named Jip. All these kids have to go to school together."

Dixon-Fernandes found that using cable TV programming provided a way to connect with all of her students, regardless of background or ability. "Every student likes TV," she says, and "if you put television on . . . they will pay attention." Rather than play a whole program and have her students watch passively, Dixon-Fernandes uses short segments of a program as a learning catalyst. "I've found that using 10 minutes of a video and getting the kids to do a lesson works very well. I like teaching this way."

Dixon-Fernandes believes that her role as a teacher is to do more than just teach curriculum materials. "Because I can write a sentence and I know it begins with a capital letter and ends with a period may or may not make me a good person. So as a teacher, I like to seize the opportunity to help [students] become good people and to take control

of themselves and channel their energies the right way." The segments from "Daring Your Friends" gave her an opportunity to do that.

The lesson:

Dixon-Fernandes's objective for this unit was to have students respond to "Daring Your Friends" by writing a persuasive essay. The program's themes—drug use and violence and the consequences of poor choices—were very real issues for her students. But she also saw the program as a way to integrate a social studies lesson, to teach about the court system.

Dixon-Fernandes showed segments of the video and then had her students role play. If you were the judge, jury, accused, prosecutor, or defense attorney, she asked, "What would it be like?" The role-playing activity generated some topics that her students could write about in a persuasive essay. "My students are excellent at oral persuasion, but they don't want to take the time to write," says Dixon-Fernandes. The role playing brought about an engaging discussion that made the writing exercise more meaningful and helped students internalize the lessons learned about the consequences of drug use.

Dixon-Fernandes's students shared their work by reading the essays aloud. That gave students a chance to peer review and peer edit. "It gives our brighter students a chance to engage with our students who may be a little reticent about writing. It also gives us all a chance to hear each other's ideas."

Dixon-Fernandes also used "Daring Your Friends" for these activities:

An art lesson—Dixon-Fernandes introduced the art lesson by asking her students: "If cameras were not allowed in this courtroom, what pictures would you draw?" Dixon-Fernandes has found that some students who are reluctant to write "produce beautiful work in art." So Dixon-Fernandes works with these

students to help them produce essays as good as their art. She sometimes pairs the “artistic” student with the good writer and has them work on an essay together.

Learning to organize ideas—The Bridgeport curriculum requires students to learn how to organize their thoughts. “They have great thoughts,” says Dixon-Fernandes, “but they will hand you back blank paper if you don’t challenge them to somehow get these thoughts together.”

One of Dixon-Fernandes’s favorite ways to get her students to organize their ideas is the K-W-L organizer: K, for what do you know? W, for what do you want to know? And L, for what do you want to learn? Dixon-Fernandes has her students complete a K-W-L worksheet as they watch the video and do related activities. Then she uses this organizer to debrief her students. “I find that’s a good way to make sure everyone has picked up something from the lesson.”

USING CABLE IN THE CLASSROOM MATERIALS FOR **CONNECTED TEACHING**

In addition to using cable TV programs to help her connect with her students, Dixon-Fernandes found that *Cable in the Classroom* magazine helps her connect with other teachers. The magazine fosters a dialogue between teachers by profiling teachers in articles and encouraging teachers to exchange ideas. Dixon-Fernandes has exchanged lesson ideas and gotten feedback from teachers in Nevada, California, and Florida. “This is great because teaching is very isolating. If you’re in your classroom doing what you’re supposed to do, many times you don’t get to talk to your colleagues. Now, you’ve got this wider community of colleagues” that you can phone, write to, and communicate with online.

A Connection to Curriculum Standards

Dixon-Fernandes’s curriculum objective for the “Daring Your Friends” unit was to have each student write a persuasive essay. In Bridgeport, students are required to compile a portfolio of their work. Dixon-Fernandes used the Court TV program to generate a quality piece of writing so that “at the end of the year if a curriculum supervisor were to walk in and pull out the portfolios for this class, there would be a good piece of persuasive writing in there generated by this video.”

These are the curriculum standards that Dixon-Fernandes used in her lesson planning:

Language Arts Standards, from the National Council for Teachers of English (NCTE)

- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., libraries, databases, computer networks, video) to communicate their discoveries in ways that suit their purpose and audience.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Standards for Social Studies, from the National Council for Social Studies (NCSS)

- Students should have experiences that provide for the study of interactions among individuals, groups, and institutions.
- Students should have experiences that provide for the study of ideals, principles, and practices of citizenship in a democratic republic.

THINKING CONNECTED: UNDERSTAND THE CONSEQUENCES OF DRUG USE AND OTHER DESTRUCTIVE BEHAVIORS

Other activities:

Here are some other classroom activities to inspire you to use *Connected Teaching* in your classroom. Need some help adapting them to your curriculum? Take a look at programs listed in Additional Ideas on p. 23. Do any of these programs relate to your curriculum?

Persuade a jury—Using the case in “Daring Your Friends,” or another case presented on Court TV, ask your students to take the role of either the defense attorney or prosecutor and write the closing arguments. Have them deliver their closing arguments orally to a jury of students. Have the jury vote. Ask the jurors why they voted the way they did. What points persuaded them?

A jury's decision must be unanimous. After hearing closing arguments, have the jury deliberate. Can the jurors arrive at a unanimous verdict? What evidence or arguments enabled jurors to reach a unanimous decision? Or was the jury “hung,” unable to agree on guilt or innocence? If hung, what were the sticking points on which they couldn't agree?

Find positive alternatives to drug use and other destructive behavior—We all have made decisions or taken actions that we regret. Looking back on the outcome of a poor choice, we often wish we had chosen an alternative action. “If only I had”

As your class watches “Daring Your Friends,” stop the tape at decision points (e.g., the decision to go to the woods, to smoke marijuana, to make a bet, to push Michael off the trestle, not to rescue Michael). Make a list of these decision points. Ask your students to choose one of these decisions and substitute an

alternative action (e.g., calling 911 to rescue Michael). Have students rewrite the story using that alternative scenario.

Consider peer pressure—Although “Daring Your Friends” focuses on the murder trial of Brian Schrader, the actions of Brian's friends who were with him at the time of the incident contributed to the tragedy.

In the program (time: 11:45) the prosecutor says, “I felt very strongly that if Brian Schrader had been alone that night, he never would have pushed Michael Schuerhoff off the trestle. It was but for his friends being there and betting that he did that.” Ask your students whether they agree with the prosecutor? Did Brian's friends contribute to the tragedy? Should Brian's friends be held responsible as well?

Ask a criminal lawyer or prosecutor to come to your class to discuss the legal issues. Does the law consider Brian's friends to be legally liable for Michael's death?

Discover alternative activities—Often kids get into trouble because they have nothing to do but “hang out.” Are there alternative activities in your community? Ask your students to compile a calendar of activities and events that would be fun for people of their age. Have your students illustrate the calendar with artwork that presents anti-drug messages. Post the calendar prominently in the school or on the school Web site.



Resources:

Court TV: Choices and Consequences

<http://www.courtTV.com/choices/>

This site features curriculum materials and downloadable lesson plans for "Daring Your Friends."

American Council for Drug Education (ACDE)

<http://www.acde.org>

ACDE is a substance abuse prevention and education agency that develops programs and materials based on the most current scientific research on drug use and its effect on society.

Center for Substance Abuse Prevention (CSAP)

<http://www.samhsa.gov/csap/index.htm>

CSAP provides national leadership in the effort to prevent alcohol, tobacco, and illicit drug problems. The center connects people and resources to innovative ideas and strategies. CSAP fosters the development of science-based,

comprehensive, culturally appropriate prevention policies and systems.

National Council on Alcoholism and Drug Dependence (NCADD)

<http://www.ncadd.org>

NCADD provides education, information, help, and hope in the fight against the chronic and often fatal disease of alcoholism and other drug addictions. NCADD advocates prevention, intervention, research, and treatment and is dedicated to ridding the disease of its stigma and its sufferers from their denial and shame. Provides a self-test for teenagers called How Are Drugs and Alcohol Affecting Your Life? (<http://www.ncadd.org/youth1.html>)

National Families in Action (NFIA)

<http://www.emory.edu/NFIA>

NFIA is a national drug education, prevention, and policy center that helps families and communities prevent drug abuse among children by promoting policies based on science.

Module 2

MESSAGE: Understand the physical effects of drug abuse

PROGRAM: "Brain Power," Discovery Channel

Manuel (Manny) Moreno teaches 11th and 12th grade anatomy at Lincoln High School in Stockton, California. MediaOne Communications provides cable access.

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ABOUT THE PROGRAM

The brain, the most complicated object in the known universe, is what makes us who we are. But what exactly is going on up there? "Brain Power" shows how hormones are produced, how neurons trigger brain activity by firing bursts of energy, how memory and vision work, how the brain allows us to manipulate tools and use language, and how the cerebellum allows movement to become second nature to us.

HERE'S HOW MANNY MORENO APPROACHED **CONNECTED TEACHING**

"I usually can start from a chemical perspective, then I venture into the behavioral parts," explains Moreno about his approach to integrating the message—understand the physical effects of drug abuse—into his anatomy lesson. "If you just stand there and say, 'don't do drugs,' I'm not sure how effective that can be."

But what was effective, Moreno found, was to use "Brain Power" to show his students how the

brain worked. With that knowledge, they could understand the devastating physical effects of drugs on the nervous system. "If you understand how things work you [can] choose to not do these things because you know the long-term effects on yourself and your family," says Moreno.



The lesson:

Moreno introduced the lesson by having his class brainstorm what they already knew about the brain. He then showed program segments to build on that knowledge. "Brain Power" inspired Moreno to let his students experience the interconnections of the neurons and see how drugs could affect the entire nervous system.

In part one, the Discovery Channel program uses an image of a wired city to illustrate the brain's complexity (time: 4:28). The narrator suggests: "Give every person 10,000 pieces of string. Tell each person to attach each piece of string to a different person."

"When I heard that," Moreno explains, "I thought, well, why can't we reproduce a brain of our own in the classroom and be able to see the dynamics?" In Moreno's video lesson, you'll see how he "wired" his students together with a cat's cradle string network. He then "became nicotine" and showed how a tug on one string neuron affects many others and how cocaine virtually collapsed the network.

Moreno also used "Brain Power" for these activities:

A writing lesson—Moreno showed a portion of the video program without the sound. He asked his students to be narrators and write the audio to accompany the video—an effective tool for getting students to think creatively and apply what they've learned. Then Moreno played the audio to compare the actual narration to what his students wrote. "A strong sense of learning takes place," he explains, because students have become a part of the program.

Research on the Web—Moreno asked his students to go to Web sites to find answers to questions about how drugs affect the brain. His students were able to

A Connection to Curriculum Standards

Moreno was able to use "Brain Power" to teach many of the curriculum standards for anatomy. He likes using TV to bring concepts to life for students. "All kids have the skill to watch TV. You never hear of a student coming into your classroom saying, 'Oh I don't [do] TV very well.'" The challenge for a teacher is to "make sure what we show is directly related to the standards" and incorporate elements that we would not normally be able to bring into the classroom.

These are the curriculum standards that Moreno used in his lesson planning:

Science Standards, from the National Research Council

- Students should develop abilities necessary to do and understand scientific inquiry.
- Students should develop an understanding of the cell, biological evolution, the interdependence of organisms, and the behavior of organisms.

Health Education Standards, from the Joint Commission on National Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

access and read the latest medical literature on the effect of drugs on the brain.

At a discussion board on the Discovery Channel Web site, Moreno was particularly excited to find a neuroscientist willing to answer his students' questions by e-mail. "Discovery Channel just gave me that perfect link, that expert out there that I normally would never have been able to connect with."

USING CABLE IN THE CLASSROOM MATERIAL FOR **CONNECTED TEACHING**

Using cable programming and supporting lesson plans and standards often "cuts my planning time in half," says Moreno. It helps him come up with "new activities, new experiments, and with questions that I may not have thought of."

But teachers do much more than download lesson plans and push tapes into recorders. "It's the art of the teacher to pick the technologies that will enhance the learning," he explains. "It has to be real; it has to be meaningful."

Using cable television and online resources expands Moreno's teaching. "It brings us to different parts of the world. It takes us to laboratories that we will never be able to venture into. It takes us to places where we will meet individuals that are very remote. It lets us see ideas, art, history."

THINKING CONNECTED: UNDERSTAND THE PHYSICAL EFFECTS OF DRUG ABUSE

Other activities:

Take a look at these activities. Can you adapt them using commercial-free programs that match your curriculum? Or do they suggest other activities that you could do? Inspire a new approach? Use the worksheets on pp. 25–26 to plan your own *Connected Teaching* lesson.

Drug abuse and society—"Brain Power" and Moreno's string network show the interconnections of the brain—how damage to one neuron affects the whole system. In the same way, drug or alcohol abuse by one individual can affect a larger social system or social network. There are many examples in real life.

1. Ask your students to consider each of the following scenarios and research the following questions: How does each of these substances (inhalants, alcohol, cocaine, methamphetamine) affect the brain? What behaviors could an individual using each of these substances exhibit? What are the consequences of these actions for the responsible individual, his family and friends, the victim's family and friends, and the rest of society?

- An honors student tests positive for cocaine. The college he's planning to attend rescinds his scholarship.
- A star of the high school debate team uses methamphetamine. His disjointed arguments result in his school losing the statewide debate championship.
- A teenage driver using inhalants crashes his car, killing friends who were his passengers and an entire family in the car he hits.
- An oil freighter captain, impaired by alcohol, runs his ship aground, spilling oil in a pristine sound.

2. Ask your students to write a short treatment for a TV program, based on the scenarios above.

3. To connect this message to anatomy or physiology course objectives, have students research the physiological effects of each of these drugs and compare their findings to normal functioning.

Making survival choices—In part two of "Brain Power" (time: 34:50), the narrator explains how man is distinguished from other animals by his ability to collect information and make correct choices based

on the information. For primitive humans, he explains, survival depended on learning “which plants were poisonous and which he could eat.” Ask your students: How do you imagine primitive humans went about collecting the information they needed to choose what to eat?

Today, people make similar survival choices in deciding whether to use tobacco, alcohol, drugs. Ask your students: What information do you need to collect to make intelligent choices about using these substances? Have your class collect this information. Using this information, guide your class through the decision-making process. What information or activities are most important in making the decision? Can people, with access to the same information, make different choices?

Tell a story—Part two of “Brain Power” (time: 39:24) also explains how stories have played a key role in memory. Primitive man used rock art to record traditions and preserve memories. Parents teaching their children is a timeless way of preserving memories and learning about the world.

Have your students consider how they learn about drugs (stories from friends, parents, film, and TV). Ask your students to analyze one or more of these stories. Did the story contain all the information that your class identified as essential to making informed decisions? Ask students to create comic books or TV show scripts that tell the complete story.

Brain and society—At the end of “Brain Power” (time: 41:30) the narrator concludes that “The brain’s hardest task is how to deal with human society. . . . To work out the motives of others, to persuade, to charm, to make friends not enemies—all of this takes brains.”

Have class members list all of the social pressures that affect their decisions on using drugs or alcohol. What role do friends and family play in their decisions about using drugs or alcohol? Are drinking and using drugs essential social skills (as demonstrated by the chimps in the video who groom each other)? Can you “fit in” without being like the other “chimps”?

Resources:

Discovery School Online
<http://school.discovery.com>

This site contains program information and valuable educational resources to support Discovery Channel educational programming and many additional Web links to related program topics.

One feature is a very good collection of Internet and print resources (<http://school.discovery.com/lessonplans/programs/brainpower/resources.htm>) to enhance the use of “Brain Power” (including the *Whole Brain Atlas*, *Serendip: Brain and Behavior*, and *Creating Mind: How the Brain Works*).

National Institute on Drug Abuse:
 NIDA Goes to School
<http://www.health.org/school.htm>

NIDA’s school site features science-based drug information including colorful visuals and clearly written background information on the effects of various drugs on the brain. Geared to middle school science classrooms.

Freevibe for Students and Teachers
<http://www.freevibe.com/index.shtml> (students)
<http://www.teachersguide.org> (teachers)
 These Office of National Drug Control Policy (ONDCP) sites offer a wealth of information for both students and teachers on different drugs and how they affect the body. The teacher site includes cross-curricular lesson plans.

American Council for Drug Education
<http://www.acde.org>

ACDE provides information for educators, parents, and students on substance abuse prevention and the latest scientific research on drugs.

Module 3

MESSAGE: Build self-esteem to resist peer pressure

PROGRAM: "The Fight to Fit In," *Nick News Special Edition*, Nickelodeon

Brian McCarthy teaches 6th grade at Cleveland School in Santa Barbara, California. Cox Communications provides cable access.

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ABOUT THE PROGRAM

Psychologists tell us there's nothing more important to kids than having friends, being a part of a group, feeling like you belong—being popular. Yet most of us have difficulty making friends at some point when we're kids. Why do some kids fit in and others don't? Where do cliques and bullies figure in? What does it feel like to be an "outsider"? Does it last forever? How can an outsider turn into an "insider"? And how much should it really matter? *Nick News Special Edition*, "The Fight to Fit In" addresses these questions and provides kids with suggestions on how to make friends, avoid bullies, overcome shyness, and find ways to put popularity in perspective.

HERE'S HOW BRIAN MCCARTHY APPROACHED **CONNECTED TEACHING**

As a 6th grade teacher—the last to spend all day with his kids—McCarthy feels he has a special responsibility for his students. It's an important opportunity to make a "serious connection, . . . to guide them so



teachers.nick.com

that next year when peer pressure is leading toward drugs . . . or gangs, or vandalism," they've got the self-esteem to combat those pressures. McCarthy's goal is to guide his students toward a "decent life, a great future"—to help each one become "the person I know they can be."

But McCarthy believes the most important connection his students can make is internal—under-

standing who they are. He used his students' interest in fitting in to develop writing and art lessons and to build self-esteem. A lot of kids "get into the drug group because they don't feel good enough about themselves. . . . They're lacking something, so they're finding it in drugs." McCarthy believes that if kids have a "good sense of who they are, and if they respect themselves . . . they won't fall prey to peer pressure. They'll be empowered to say no."

McCarthy used "The Fight to Fit In" to reinforce his message—**build self-esteem to resist peer pressure.**

The lesson:

For McCarthy's 6th grade class, "The Fight to Fit In" was a jumping-off point for discussing peer pressure and self-esteem and for art and writing activities. McCarthy asked his students to decorate a box as an expression of who they are, to help his students discover their unique talents. His students role-played scenarios that required them to resist peer pressure. As a final exercise, McCarthy's students wrote a paragraph to show what they'd learned. McCarthy's goal was to have his students make the connection: "If they like who they are, they can resist peer pressure."

McCarthy also used Nickelodeon resources for these activities:

Getting involved in the community—McCarthy encouraged his students to build self-esteem by getting involved in Big Help, Nickelodeon's project to get kids connected to their community through volunteering (see Resources). McCarthy says, "Big Help empowers kids to make a difference. Even though you're a kid, you can change the world if you try."

Inspirational quotes—In his classroom, McCarthy posted quotes from the kids about popularity and fitting in. "It gets them to think about why they are unique."

Additional reading—McCarthy introduced his students to books with themes related to the program. He specifically chose books about teenage angst or books that featured adolescents. McCarthy particularly recommends *Number the Stars* by Lois Lowry, a Newberry-award winning story about a Danish family that hides a Jewish girl from the Nazis during World War II. The book's theme is that what is popular is not always right and what is right is not always popular.

USING CABLE IN THE CLASSROOM MATERIAL FOR **CONNECTED TEACHING**

McCarthy considers cable programs essential to teaching subjects such as science and history. His kids want to go beyond textbooks. With cable programs, McCarthy can bring topics like ancient Egypt to life with visuals, sounds, and most important, experts his students wouldn't get to "meet" without cable programs.

Sometimes the experts that McCarthy brings into his classroom are kids his students can relate to, such as those in the *Nick News* series. "We've got social skills curriculum, we've got conflict resolution curriculum, we've got skills for growing curriculum, but none of it is as effective as this video, which shows actual teens talking to students."

THINKING CONNECTED: BUILD SELF-ESTEEM TO RESIST PEER PRESSURE

Other activities:

McCarthy asked his students to create a box that expressed who they are. But we'd like *you* to think outside the box! How could you use programs such as "The Fight to Fit In" and other Cable in the Classroom programs to integrate positive lifestyle messages into your curriculum? To help you, take a look at the program listings and supporting materials

A Connection to Curriculum Standards

For McCarthy, “The Fight to Fit In” is a good match for his district’s Skills for Growing program, a curriculum that teaches social and personal skills for growing into adulthood. McCarthy also found the cable program ideal for a writing assignment that would allow students to describe their unique talents.

These are the curriculum standards that McCarthy used in his lesson planning:

Language Arts Standards, from the National Council for Teachers of English (NCTE)

- Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

- Students use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge.

Health Education Standards, from the Joint Commission on National Health Education Standards

- Students will demonstrate the ability to use interpersonal communication skills, goal-setting, and decision-making skills to enhance health.

at Cable in the Classroom Web site (<http://www.ciconline.org>).

Adapt a message to different groups—Ask your class to make a list of the different groups or cliques in your class or school. Discuss how the groups differ and what each group values most. Take a positive lifestyle message such as “Build Self-Esteem to Resist Peer Pressure.” Ask your students to plan posters to publicize the message, designing different posters to appeal to the interests and values of the different groups they identified. This activity could be used to reinforce language arts concepts such as audience and point of view.

Celebrate your individuality—Birthdays are traditionally the day that we celebrate our “self.” Ask each student to plan a perfect birthday celebration, an activity that celebrates who he is. The celebration might be a grand party with a special theme, a perfect day spent with a best friend, or a solo activity. (Since this is imaginary, money is no object!) Geography students could explore how different cultures observe birthdays and other rites of passage.

Create a portrait gallery—Bring cameras to class and have each student be both a photographer and the subject of a portrait. For their portraits, ask students to wear the clothes they like best, or that express who they are. Encourage students to bring in props as well (books, trophies, sports gear) to include in their photos.

Set goals—“The Fight to Fit In” ends with stories of well-known people who felt like outsiders as adolescents. Some, such as actor Steve Burns and Olympian Carl Lewis, won their fight by discovering their unique talents. Steve Burns said (time: 27:50): “I wasn’t really good at sports, so I was kind of unpopular until I found my talents and stuff I was good at.

I became cool for those things." Carl Lewis said (time: 28:15): "I was considered a nerd. . . . I was very shy. I was the smallest kid around. As I got older my parents said, 'set your own goals, be the best you can be. . . .' As a result of it, I was able to come out of it, and hey, look at me now."

Help your students find out what they are good at and set their own goals. Have your students create a Me notebook. Divide the notebook into different sections, such as what I like to do, what I'm good at, what I'd like to learn, and what I'd like to be. Help students start their notebook by putting something in each section (notes, essays, report cards, awards, photos, and articles about people they admire). Periodically, set aside time during class to work on the notebook.

Resources:

Teachers.Nick.com - Lesson Plan Index
http://www.teachers.nick.com/supplies/lesson_index.html
 This site features excellent downloadable lesson plans for each *Nick News* and *Nick News Special Edition* program.

Children's Express WorldWide (CE)
<http://www.cenews.org/index.htm>
 This is an international network of news reported and edited by kids from ages 8 to 18 for adult print, broadcast, and online media.

Not Me, Not Now
<http://www.notmenotnow.org/peer.cfm>
 This is a peer pressure self-test for students.

GreatKids Network
<http://www.greatkids.com>
 This is a site where kids can submit a short description of something they do that is amazing.

Nickelodeon: What Is the Big Help?
http://www.nick.com/inits/bh_99/home.html

This site offers kids ways to connect to their communities through volunteer projects. Includes information about organizing The Big Help projects.

Nickelodeon's The Big Help on Teacher's Nick
http://www.teachers.nick.com/supplies/shows/big_help/big_help.html

This site for teachers offers curriculum materials on the history of volunteering, and lesson plans for The Big Help shows and *Nick News* episodes that feature kids' contributions to volunteer efforts.

Do Something
<http://www.dosomething.org>
 Do Something is a national, nonprofit organization that inspires young people to believe change is possible and that trains, funds, and mobilizes them to be leaders who strengthen their communities. Includes great activities and award-winning school projects as well as an online 'zine.

We Prevent
<http://www.weprevent.org/trash.htm>
 This Web site is dedicated to showing teens how they can make a difference. Includes project ideas, such as 20 ideas for doing something right.

Drug Education Resources
<http://hometown.aol.com/drgedrscs/page1.html>
 This site features real-world, practical information for students, parents, and teachers on the subject of drugs, alcohol, peer pressure, and other issues pertinent to today's youth.

Readings about how young people can change the world:

Lewis, B. (1998). *The kid's guide to social action: How to solve the social problems you choose—and turn creative thinking into positive action*. Minneapolis: Free Spirit Publishing.

A handbook for young people who want to change things for the better. The step-by-step guide helps kids identify the problems, conduct research, develop an action plan, raise funds, and get publicity.

Module 4

MESSAGE: Identify positive role models

PROGRAM: "The Dalai Lama" and "Susan B. Anthony," *Biography®*, A&E

Josette Burns teaches 10th and 11th grade world history at Plantation High School in Plantation, Florida. MediaOne Communications provides cable access.

ABOUT THE PROGRAM

A&E's *Biography* series profiles individuals who have made a difference in the world. The two biographies chosen for this lesson feature leaders who fought for human rights. Their actions and beliefs, their personal choices, and their courage left a lasting legacy for future generations.

"The Dalai Lama: The Soul of Tibet" chronicles the life of the political and spiritual leader of Tibet, a remarkable individual who embraces the nonviolent principles of Buddhism. "Susan B. Anthony: Rebel for the Cause" profiles the woman who fought against slavery and for women's suffrage and equal rights for women.

HERE'S HOW JOSETTE BURNS APPROACHED **CONNECTED TEACHING**

Integrating positive lifestyle messages into her classroom curriculum was easy for Josette Burns. It fit into an ongoing class project called Biography Friday. Each week, using programming from A&E's *Biography* series, Burns's class focuses on an important historical figure as a way to "put a face on an event or cause." Integrating the *Connected Teaching* message—

identify positive role models—was a natural extension of what Burns was already doing—using historical figures as role models "to help young people of today get over the hurdles they face," including the temptation to experiment with drugs.

The lesson:

Burns used *Biography*'s "Susan B. Anthony" and "The Dalai Lama" to initiate a discussion on "how someone can overcome hardships and have a positive influence on society." To focus the discussion, Burns asked her students to "chart" the lives of Susan B. Anthony and the Dalai Lama. The chart included columns where students could record their reactions to what they'd seen and list the person's accomplishments, obstacles they had faced, and how they overcame them.

Working in groups, students compared their charts and came to a consensus about "who this individual is." The charts became the basis for research projects on these leaders. Burns then asked her students to develop a visual—for example, a collage, movie poster, or a book cover—that could be used to teach someone else about these leaders and their accomplishments. As a result of these activities, Burns hoped that her students would make a connec-

tion to these role models and see that they can overcome obstacles if they believe in themselves.

Burns also used A&E's **Biography** for these activities:

Using the Internet for research—Burns uses *Biography* to interest her students in historical events, then encourages them to find out more via the Internet. For example, after watching "Susan B. Anthony," Burns might have her students download articles from several publications to compare different points of view on affirmative action. After watching "The Dalai Lama," she might point her students to museum Web sites and use the art of Tibet to study the culture.

Writing biographies—Burns coordinates her Biography Friday program with two English teachers who share her students. For an English class project, students write about one of the Biography Friday people, compiling information from several sources—a variety of books, articles, diaries, and Web sites.

USING CABLE IN THE CLASSROOM MATERIAL FOR **CONNECTED TEACHING**

Cable in the Classroom gives Burns free access to programming that her school would otherwise be unable to afford—more than 540 hours of commercial-free TV a month. "That's more than my department head would ever let me buy," she says.

Cable in the Classroom's liberal copyright clearance makes it easy for Burns to integrate the programs into her lessons. Most of the programs are copyright cleared for a year, and rights "start fresh every time they replay a program," she explains. That enables Burns to use a program anytime she wants. "I just taped something on the Middle Ages. Well, next year when it's time for me to teach the Middle Ages. . . . there it is!"

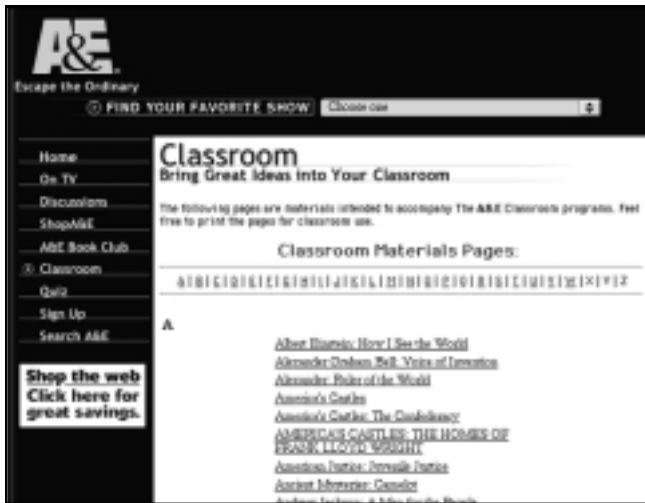
A Connection to Curriculum Standards

Burns says she believes "most kids can achieve exceptional things if teachers raise the bar on standards and [encourage] them to achieve really neat things."

Here are the curriculum standards that Josette Burns used in her lesson planning for *Biography*:

History Standards for Grades 5–12, from the National Center for History in the Schools, and the National Council for History Standards

1. The student thinks chronologically. Therefore, the student is able to
 - Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
 - Appreciate historical perspectives: (a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical content in which the event unfolded—the values, outlook, options, and contingencies of that time and place; and (c) avoiding "present-mindedness," judging the past solely in terms of present-day norms and values.
2. The student engages in historical issues-analysis and decision making. Therefore, the student is able to
 - Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.



www.AandE.com/class

great people. A single individual who passionately believes in right has an enormous impact on the whole globe. . . ."

Ask each student to nominate a person (historical or contemporary) for a Great People list. Have each student present a nominating speech highlighting the nominee's contribution, his "impact on the whole globe," and why the student believes his nominee belongs on the list. Ask the student to include information on how the nominee's life and work have been commemorated (e.g., Nobel Prize, stamps, monument, scholarships, museum). If the nominee's work has not received formal recognition, encourage the student to suggest an appropriate commemoration or memorial.

THINKING CONNECTED: IDENTIFY POSITIVE ROLE MODELS

Other activities:

Burns used people to "put a face" on history. Can you use people—inventors, writers, artists, musicians, athletes—to put a face on your subject area?

Who inspired Susan B. Anthony?—Susan B. Anthony was a role model for many people. But Anthony's courage, persistence, passion, and boldness were in large part the legacy of people who were her role models. As your students watch the biography of Anthony, ask them to list the people who influenced her life and beliefs. After compiling a list, assign students to research the lives of these individuals. What were their contributions? What obstacles did they have to overcome? Who were *their* role models?

Compile a "great people" list—At the conclusion of "The Dalai Lama" (time: 44:09), California Congressman Tom Lantos says of the Dalai Lama: "His legacy is the lesson we have learned from other

Your place in history—Susan B. Anthony and the Dalai Lama will be remembered by generations to come for their enormous contributions to human rights. Ask your students to "travel" 50 years into the future and look back on their own lives. What legacies have they left? Ask each student to write his biography for an encyclopedia. (If it is a multimedia encyclopedia, such as *Microsoft Encarta 2000* or *World Book 2000 Deluxe*, ask them to also plan visuals and sound bites to accompany the text.) In the biography, ask students to pinpoint any obstacles or hardships that they had to overcome. How did they overcome them? Did they face turning points where they had to make critical decisions? Were there people who served as role models or who influenced the course of their life?

Become a role model—It's not just larger than life historical figures who are role models. Your students can be positive role models for younger students. Invite your students to learn about mentoring programs in your community (e.g., tutoring programs, Big Brothers, Girl Scouts). Urge your students to get involved in one of these programs.

Resources and Activities

THE WHITE HOUSE OFFICE OF NATIONAL DRUG CONTROL POLICY (ONDCP) RECOMMENDED RESOURCES

ONDCP advises adults to talk frankly and directly with kids about the dangers of drugs and alcohol. The following resource list will direct you to information that will enable you to talk about substance abuse with your students.

American Council for Drug Education (ACDE)
<http://www.acde.org>
A good source for educator-oriented anti-drug lesson plans

D.A.R.E.
<http://www.dare-america.com/index2.htm>
Information and resources about this in-school anti-drug program

Freevibe Teacher's Guide
<http://www.teachersguide.org>
Source for curricula developed by ONDCP's National Youth Anti-Drug Media Campaign

Keeping Youth Drug-Free: A Parent's Guide
<http://www.health.org/pubs/drugfree/keepmenu.htm>
Facts and exercises to help parents keep their kids drug-free

The National Clearinghouse for Alcohol and Drug Information
<http://www.health.org>
One-stop source for government-sponsored drug facts and information

National Council on Alcohol and Drug Dependence (NCADD)
<http://www.ncadd.org/youth1.html>
A self-test for teenagers about how drugs and alcohol are affecting their lives

National Inhalant Prevention Coalition
<http://www.inhalants.org>
Facts on the dangers of inhalants, which are used by one in five 8th graders to get high

National Institute on Drug Abuse
<http://www.nida.nih.gov>
Source for the latest research on drugs and drug abuse

National Institute on Drug Abuse: NIDA Goes to School
<http://www.health.org/school.htm>
Science-based drug abuse education and materials for educators

The Office of National Drug Control Policy
<http://www.theantidrug.com> —
Parent-oriented site that provides tips on talking to kids about drugs

<http://www.freevibe.com> —
Teen and tween-oriented anti-drug site

<http://www.mediacampaign.org> —
Background on the National Youth Anti-Drug Media Campaign

<http://www.straightscoop.org> —
Anti-drug site geared to high school journalists and journalism advisors

Partnership for a Drug-Free America
<http://www.drugfreeamerica.org>
 Resources include drug-specific information and special
 "club drugs" area

Reality Check: Youth Marijuana Abuse Prevention
<http://www.health.org/reality/index.htm>
 Strategies and information to prevent youth marijuana use

ADDITIONAL RESOURCES FROM THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (ASCD)

ASCD provides resources in various media on a wide range of topics about teaching and learning. The books listed below, based on research and best practices in education, highlight some of the most important challenges and opportunities you have before you in your classroom experience.

Campbell, L., & Campbell, B. (1999). *Multiple intelligences and student achievement: Success stories from six schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Elias, M. J., et. al., (Eds.). (1997). *Promoting social and emotional learning: Guidelines for educators*. Alexandria, VA: Association for Supervision and Curriculum Development.

Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, D. W., & Johnson, R. T. (1995). *Reducing school violence through conflict resolution*. Alexandria, VA: Association for Supervision and Curriculum Development.

Kessler, R. (2000). *The soul of education: Helping students find connection, compassion, and character at school*. Alexandria, VA: Association for Supervision and Curriculum Development.

Porro, B. (1996). *Talk it out: Conflict resolution in the elementary classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Sprenger, M. (1999). *Learning & memory: The brain in action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Internet Resources:

Association for Supervision and Curriculum Development

<http://www.ascd.org>

A wealth of materials to help teachers with standards-based curriculum development, innovative instructional strategies, and effective classroom management.



Special Observances

Many Cable in the Classroom member networks air programming that corresponds with special observances such as Hispanic Heritage Month, African American History Month, and Women's History Month. Check *Cable in the Classroom* magazine or ciconline.org for information about these programs and ways they can help build self-esteem and raise awareness of diversity issues.

ADDITIONAL IDEAS

The four educators featured in *Connected Teaching: Helping Students Make Positive Choices* use resources from only a few of the cable networks that provide commercial-free, educational programs for classroom use. Below are a few additional ideas for how to use programming from other Cable in the Classroom member networks as an active resource across grade levels and subject areas.

Ideas for active viewing:

Scriptwriting—Have students watch a video segment without the audio and write their own script for the segment. Replay the segment with sound, and have them compare their scripts with the actual narration.

Predicting—Before watching a video segment, have students brainstorm a list of what they think will happen based on the title of the video. As they watch the segment, have them check off the predictions that were correct. Have them add new concepts to their original list.

"Flick sheet" organizer—Devise a graphic organizer for students to help them take notes while viewing. Create categories for the information you want them to collect. Be sure to include a space for the title of the program, viewing date, and comments.

Ideas for Connected Teaching:

Curriculum areas—art, music, language arts
Suggested cable programming—Cartoon Network: *Animate Your World*; HBO Family: *30 by 30—Kid Flicks*; Ovation: *Rhythm of Life*; WAM! *Stuff*; Art Attack; BET: *Teen Summit*; VH1: *Music Studio*; Bravo: *Bravo in the Classroom*

Activities—Use the video to inspire each student to create a storyboard for a short film, photo essay, music video, or comic strip that features something they do well or would like to do in the future. Have students write dialogue or lyrics for each panel in the storyboard. If resources allow, each student should complete the project in its final form. Encourage them to share what they learned about themselves during the creative process. Create a display area for a yearlong SuperStar Talent Show, where all forms of talent can be displayed. Feature the work of a different SuperStar each week.

Curriculum areas—science, civics, language arts
Suggested cable programming: Nickelodeon: *The Big Help*; HBO Family: *What Matters*; CNN: *CNN Newsroom*; MTV: *Community of the Future*
Activities—Pitch In and Help! Select short segments from these programs to identify community, national, and global problems. Use Nickelodeon's Big Help Web site (http://www.nick.com/inits/bh_99/home.html) to show examples of volunteer projects that students in other parts of the country have initiated. Challenge your students to identify a problem in their own community, develop an action plan, create a publicity campaign, and enlist others in their school to pitch in. Have students keep a daily log of what

they are doing to accomplish project goals. At the end of three months, evaluate progress and have students write an article about the project for your local newspaper.

Curriculum areas—language arts, social studies, health

Suggested cable programming—MTV: *Community of the Future*; Fox Family Channel: *boyzopolis/girlzopolis* and *Check Yourself*; HBO Family: *What Matters*; WAM!: *Generation of Hope: Voices for Change* and *Speak Up Against Violence*; VH1: *Music Studio*

Activities—Neutralizing the Negatives. Show short segments from one or more programs to help middle school students understand the factors that lead to school violence. Have them identify strategies for coping with anger, stress, and negative peer pressure. After viewing the video segments, have them discuss additional factors that contribute to violent behavior

(such as drug use). Using ideas from the video, have students create an individual action plan to help them cope with negative feelings. Have them share their individual plans in a group brainstorming session to arrive at a group action plan to make the school a safer place.

Curriculum areas—social studies, civics, government, health

Suggested cable programming—CNN: *Newsroom*; C-SPAN

Activities—News Analysis: Cause and Effect. Have each student follow one major news story every day for a week. Have students create a chart with the following categories: (1) Opening Story, (2) News Updates, (3) Decisions Made, and (4) Consequences of Decisions. At the end of the week, have the students write a brief summary of what they noticed as the story progressed. Have them select one decision point and describe how the outcome might have changed if a different decision had been made. Ask them to write an alternative news story based on that decision. Ask volunteers to share their stories in class. Discuss the kinds of decisions students face each day. Encourage them to weigh each decision in advance and take corrective action to avoid negative consequences.



Connected Teaching Worksheets

Use the worksheets on the following pages to brainstorm ideas for doing Connected Teaching in your classroom. As you watch the four modules, jot down notes or ideas generated by the lessons. Then make the Connected Teaching leap and develop a plan for teaching your own lesson.

Module 1 Worksheet

Cynthia Dixon-Fernandes

Message: Understand the consequences of drug use and other destructive behaviors

Program: "Daring Your Friends," Court TV

Module 3 Worksheet

Brian McCarthy

Message: Build self-esteem to resist peer pressure

Program: "The Fight to Fit In," *Nick News Special Edition*, Nickelodeon

Module 2 Worksheet

Manny Moreno

Message: Understand the physical effects of drug abuse

Program: "Brain Power," Discovery Channel

Module 4 Worksheet

Josette Burns

Message: Identify positive role models

Program: "The Dalai Lama" and "Susan B. Anthony," *Biography*, A&E

PLANNING MY CONNECTED TEACHING LESSON

MESSAGE: What positive lifestyle or anti-drug message do I want to integrate into my lesson?

- Build self-esteem to resist peer pressure
- Identify positive role models
- Understand the consequences of drug use and other destructive behaviors
- Understand the physical effects of drug abuse
- Other: _____

What core curriculum lesson will I teach? _____

What are the standards that relate to this lesson? _____

What Cable in the Classroom programs could I use to teach this lesson?

(Check Cable in the Classroom Online [<http://www.ciconline.org>] or the program listings in Cable in the Classroom magazine for program descriptions and schedules.)

1. _____

2. _____

3. _____

4. _____

What additional information do I need about drugs and alcohol? Where can I find information about best teaching practices? (Take a look at the Resources suggested by ONDCP and ASCD on pp. 21-22.)

Cable in the Classroom Member Networks



A&E
www.AandE.com



History Channel
www.HistoryChannel.com



Animal Planet
www.discovery.com



Discovery Channel
www.discovery.com



TLC
www.discovery.com



Travel Channel
www.discovery.com



Discovery Health
discoveryhealth.com



BET
www.BET.com



Bravo
www.bravotv.com



CNBC
cnbc.com



MSNBC
msnbc.com



C-SPAN/C-SPAN2
www.c-span.org



Court TV
www.courtstv.com



Disney Channel
disneychannel.com



ESPN & ESPN2
www.sportsfigures.espn.go.com



ESPNCClassic
espn.com



Fox Family Channel
www.foxfamilychannel.com



Food Network
www.foodtv.com



Game Show Network
www.gameshownetwork.com



HBO Family
www.hbo4kids.com



Home and Garden Television
www.hgtv.com



Lifetime
www.lifetimetv.com



MTV
www.hotlink.mtvn.com/cic/



Nickelodeon
teachers.nick.com



Noggin
noggin.com



A HENSON & HULMARK ENTERTAINMENT NETWORK

Odyssey Network
www.odysseychannel.com



Ovation-The Arts Network
www.ovationtv.com



SciFi Channel
www.scifi.com



USA Network
www.usanetwork.com



Showtime
sho.com/cic



VH1
www.vh1musicstudio.com



WAM!
WAM.Encoremedia.com



The Weather Channel
weather.com/education



ZDTV
www.zdtv.com